

APPENDIX C

CASE STUDIES AND ROLE PLAYS

**APPENDIX C
ROLE PLAY 2-3
THE NEW ROLE**

A. INTRODUCTION:

This exercise is designed to assist the instructor in directing students in a role play as part of the presentation of Topic 2, Leadership.

The purpose of this exercise is to demonstrate potential situations a new Chief may encounter. In the first scenario, a new Chief counsels a first class Petty Officer who is angry about not making Chief and is also a long time friend. In the second scenario, a new Chief approaches the Division Officer that directed the counseling with suggestions on how to better handle this type of situation in the future.

B. REFERENCES: None

C. INFORMATION: The purpose of these role play scenarios is to conduct a practical exercise in counseling.

D. DIRECTIONS:

- a. This exercise will take approximately 30 minutes. If there are not enough selectees for all roles, discuss the scenarios in the role play with the students.
- b. Select 4 volunteers, 2 per scenario. The extra students will observe the exercise and take notes on the session.

- c. Copy and distribute the participant roles to the groups of students. Direct the students to read the participant roles prior to enacting them in the group. Students should be directed to focus on the key elements of their roles to assist in their preparation. Allow approximately 5 minutes for the participants to read the role assignment. Assist them in their preparation before conducting each counseling scenario.
 - d. Act out the scenarios, one at a time.
 - e. Follow the directions in the Related Instructor Activity in the Instructor Guide, Topic 2.
- E. ROLES: The roles for participants in each situation are contained on the pages that follow.

SCENARIO 1:

The New Chief's Role

You have been frocked to Chief for one month. Your Division Officer has tasked you to formally counsel, in writing, a first class Petty Officer for repeatedly arriving late to work. The first class has been up for Chief several times, is an excellent performer, and is also a good friend. You understand that this is an uncomfortable position for both of you, but the behavior of being late is having an impact on the troops and needs to be addressed.

Key elements:

- a. You are very uncomfortable with your counseling skills.
- b. You are concerned about the perception of the troops.
- c. You are supporting the Division Officer's decision to document the counseling session even though you do not necessarily agree it needs to be documented.
- d. Your focus is to remain professional, be effective and retain a good personal relationship with the first class.

SCENARIO 1:

The First Class Petty Officer's Role

You are a senior first class and have been up for Chief several times. You are extremely frustrated about not making Chief because you have Achecked all the boxes and don't understand why you have not been selected. You have come in late three times in the last two weeks for what you feel are legitimate reasons. Since you have an excellent record you don't feel that this is a problem. Your friend, who just made Chief, has asked you to come to the office. You are pretty sure its about being late, but you decide to play dumb. You also have concerns that this ANew Chief might just be throwing around his/her anchors.

Key elements:

- a. You are a senior first class with an excellent record.
- b. You feel you had legitimate reasons for being late.
- c. You try to use the friendship as leverage.
- d. You think the Chief is on a power trip.
- e. You become progressively angry and unprofessional during the counseling session.

SCENARIO 2:

The New Chief's Role

You have just finished counseling a first class Petty Officer for being late. The Division Officer, who is fairly new to the department, directed you to do it. You expressed a concern that the session did not need to be documented, but the Division Officer would not hear it. Although you disagree, you supported the Division Officer's decision and carried out the order. Now you have asked to meet with the Division Officer to discuss alternatives to handling this type of situation in the future.

Key elements

- a. You feel these types of decisions should be made at your level.
- b. You feel keeping the Division Officer informed is very important.
- c. You don't want to get wrapped up in this one situation, but would rather work to establish and maintain a good working relationship with the Division Officer.
- d. You think the Division Officer is somewhat immature and arrogant, but has potential.
- e. You believe in maintaining professionalism at all times.

SCENARIO 2:

The Division Officer's Role

This is your Division Officer billet. You are confident in your abilities to manage and lead the division. You have never worked with Chiefs before and don't really understand their role in the division. You overheard some of the troops talking about one of the first classes being late a couple of times last week. You decided to check it out and discovered the individual was late again yesterday. You then directed the individual's Chief to write up counseling sheet on the person. The Chief, who was just frocked a month ago, started to argue, but you held your ground and informed the Chief that standards had to be maintained and documentation was the best way to handle this situation. Now having done the counseling, the Chief wants to meet with you.

Key elements:

- a. You are confident in your abilities.
- b. You feel you made the right decision concerning the first class and that your decision to document the counseling is the real issue of this conversation with the Chief.
- c. You are not real receptive to this New Chief's way of doing things, but you are willing to listen.
- d. You are not comfortable delegating this type of responsibility to the new Chief, but you're not completely against it either.
- e. Above all else, standards need to be maintained.
- f. You are not receptive and in the transmit mode only. Remind the Chief he/she swore under oath to obey the officers appointed over you.

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